



Waccamaw Elementary

251 Claridy Road
Conway, SC 29526

Grades	PK-5 Elementary School	
Enrollment	717 Students	
Principal	Barbara Ammons	843-347-4684
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Good	Average
2007	Average	Good
2006	Good	Below Average
2005	Good	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

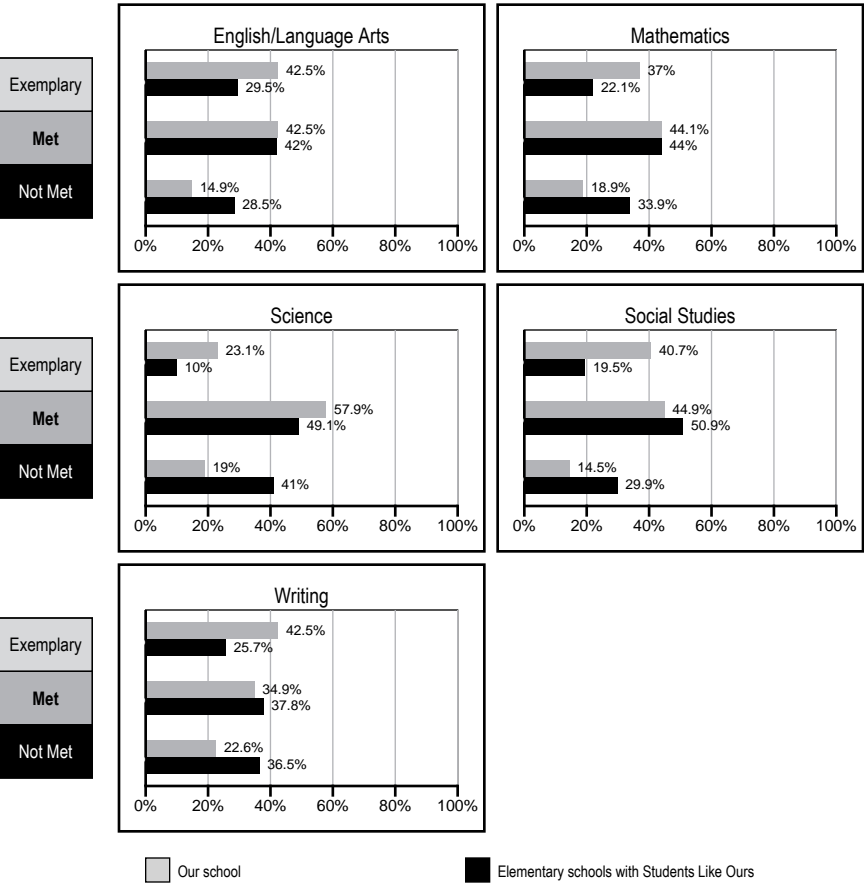
95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	90	18	1

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=717)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 2.2%	2.5%	1.9%
Attendance rate	95.5%	Down from 95.6%	96.1%	96.3%
Eligible for gifted and talented	13.7%	Up from 10.6%	7.1%	10.0%
With disabilities other than speech	12.6%	Up from 10.3%	9.3%	7.7%
Older than usual for grade	0.4%	Up from 0.3%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.5%	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	61.7%	Up from 58.7%	57.1%	59.4%
Continuing contract teachers	80.9%	Up from 76.1%	81.1%	80.0%
Teachers with emergency or provisional certificates	2.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	92.8%	Up from 90.6%	85.6%	85.9%
Teacher attendance rate	94.5%	Up from 93.5%	94.9%	95.1%
Average teacher salary*	\$48,806	Up 5.4%	\$46,570	\$47,149
Professional development days/teacher	20.1 days	Down from 21.9 days	12.0 days	11.1 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 22.5 to 1	18.5 to 1	18.8 to 1
Prime instructional time	88.9%	Up from 88.3%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.5%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,733	Down 2.3%	\$7,663	\$7,458
Percent of expenditures for instruction**	66.8%	Down from 67.4%	68.4%	68.8%
Percent of expenditures for teacher salaries**	47.4%	Down from 61.4%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Waccamaw Elementary is a school committed to providing the best academic opportunities for all our students. Our staff is dedicated and well-trained to provide appropriate and challenging instruction to the students at Waccamaw Elementary. High expectations for academic and social success are promoted everyday through a rigorous curriculum driven by South Carolina Standards. The staff at Waccamaw Elementary is diligent in ensuring that all students reach their maximum potential. To accomplish this, our students participate in programs such as Reading Recovery, CCU mentoring partnership, after-school tutoring, intervention teachers, and Team Time. We also promote social success by providing guidance opportunities through our school program and through Waccamaw Mental Health. PBIS (Positive Behavioral Interventions and Support) is a vital component within our school to promote social and academic success. The staff and students model our expected High 5 behaviors: Be Respectful, Be Responsible, Be Honest, Be Safe, and Be Your Best. Children are recognized for their outstanding behavior through weekly trips to the "Treasure Tower," monthly celebrations, and a grand finale, The Mega Party. This report card provides a summary of our assessment results from Waccamaw Elementary. We are proud of our accomplishments both of our students and staff. We are committed to providing a school environment conducive to learning, laughing, and growing together. This can only be accomplished through the continued support of the parents, staff, students, and community. Your input is valuable as we strive for continued success, challenging each child to reach his/her potential. If you have any questions about this report card, call 347-4684 and ask for an administrator. Barbara Ammons, Principal; Renee Drew, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	86	44
Percent satisfied with learning environment	90.2%	89.5%	90.9%
Percent satisfied with social and physical environment	92.7%	82.4%	100.0%
Percent satisfied with school-home relations	77.5%	91.8%	97.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	335	100	14.9	42.5	42.5	92.2	86.5	82.8	Yes	Yes
Gender										
Male	160	100	15.8	46.1	38.2	92.1	83.4	79.3	N/A	N/A
Female	175	100	14.1	39.4	46.5	92.4	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	204	100	12.7	35	52.3	94.4	91	89.5	Yes	Yes
African American	97	100	21.5	51.6	26.9	86	74.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	30	100	10.3	65.5	24.1	96.6	78.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
Disability Status										
Disabled	62	100	36.1	45.9	18	80.3	63.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	15.4	69.2	15.4	92.3	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	239	100	18.3	43.2	38.4	90.4	81.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	335	100	18.9	44.1	37	87.3	83.7	78.9	Yes	Yes
Gender										
Male	160	100	19.7	40.8	39.5	86.8	81.9	77	N/A	N/A
Female	175	100	18.2	47.1	34.7	87.6	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	204	100	13.7	39.6	46.7	92.4	89.2	87.2	Yes	Yes
African American	97	100	32.3	50.5	17.2	75.3	68	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	30	100	13.8	55.2	31	89.7	78.1	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
Disability Status										
Disabled	62	100	44.3	42.6	13.1	67.2	53.2	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	19.2	53.8	26.9	88.5	76	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	239	100	23.6	46.3	30.1	83.4	77.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	224	100	19	57.9	23.1	81	73.1	67.5
Gender								
Male	106	100	21.6	52	26.5	78.4	72.2	67
Female	118	100	16.7	63.2	20.2	83.3	73.9	68
Racial/Ethnic Group								
White	136	100	10.6	57.6	31.8	89.4	80.8	79.5
African American	64	100	35.5	58.1	6.5	64.5	51.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	20	100	26.3	57.9	15.8	73.7	60.9	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.9	71.2
Disability Status								
Disabled	39	100	42.1	55.3	2.6	57.9	40.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	18	100	29.4	58.8	11.8	70.6	57.3	59.6
Socio-Economic Status								
Subsided meals	160	100	21.6	62.1	16.3	78.4	64.3	55.1

Social Studies

All Students	223	100	14.5	44.9	40.7	85.5	76.4	72.3
Gender								
Male	109	100	13.7	46.1	40.2	86.3	75.6	71.5
Female	114	100	15.2	43.8	41.1	84.8	77.3	73.2
Racial/Ethnic Group								
White	136	100	14.4	36.4	49.2	85.6	82.4	80.7
African American	64	100	20	51.7	28.3	80	59.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	88.5
Hispanic	20	100	N/AV	N/AV	N/AV	100	71.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.5	72.2
Disability Status								
Disabled	44	100	44.2	37.2	18.6	55.8	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	19	100	N/AV	N/AV	N/AV	100	68.3	67.9
Socio-Economic Status								
Subsided meals	159	100	18.4	50	31.6	81.6	68.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	335	100	22.6	34.9	42.5	77.4	76.3	70.2	95.5	96
Gender										
Male	164	100	29.9	33.8	36.3	70.1	69.4	63.2	95.4	96
Female	171	100	15.9	35.9	48.2	84.1	83.3	77.5	95.6	96.1
Racial/Ethnic Group										
White	201	100	19.2	31.8	49	80.8	82.4	79.1	95.1	95.7
African American	98	100	28.4	42.1	29.5	71.6	59.4	57.6	96.1	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.1	86.2	93.8	97.2
Hispanic	32	100	29	29	41.9	71	67.7	62.6	96.8	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.3	68.7	88.9	95.4
Disability Status										
Disabled	63	100	56.5	29	14.5	43.5	34.2	26.1	94.8	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	29	100	32.1	28.6	39.3	67.9	64.6	61.2	96.8	97.1
Socio-Economic Status										
Subsidized meals	248	100	27.5	35.4	37.1	72.5	68.2	58.9	95.2	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	124	100	18.3	36.5	45.2	81.7
	4	112	100	16.7	44.4	38.9	83.3
	5	99	100	9.1	47.5	43.4	90.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	124	100	27	40	33	73
	4	112	100	14.8	46.3	38.9	85.2
	5	99	100	14.1	46.5	39.4	85.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	62	100	25.9	50	24.1	74.1
	4	112	100	16.7	61.1	22.2	83.3
	5	50	100	16	60	24	84
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	62	100	19.3	47.4	33.3	80.7
	4	112	100	13	51.9	35.2	87
	5	49	100	12.2	26.5	61.2	87.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	122	100	23.7	25.4	50.8	76.3
	4	113	100	22.9	35.8	41.3	77.1
	5	100	100	21	45	34	79
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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